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ABSTRACT

This publication identifies a set of recognized skills and knowledge areas possessed by effective professional development (PD) coordinators. It is designed to enable PD staff and their supervisors to think reflectively about their PD system, to identify how the system builds on the strengths of the coordinator and the PD staff, to identify where there is room for improvement in the coordination and delivery of services, and to plan and implement strategies that enhance the overall quality of their program's PD activities. A brief overview of the competency development process is followed by a description of the overall organization of the competencies into these five categories, listed in the order in which the competencies and performance indicators appear: knowledge of adult education, PD leadership, design and delivery of PD, monitoring and reporting of PD activities, and community collaboration. Suggestions are made to use the competencies to improve PD at state, local, and PD coordinator levels. Appendixes include the Professional Development Coordinator Competencies and sample section of a Professional Development Coordinator Self-Assessment Instrument that uses four-point Likert scales to rate relevance to program, self-assessment, and existence of a goal for the year. (YLB)

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Professional Development Coordinator Competencies and Sample Indicators for the Improvement of Adult Education Programs

A Publication of
Building Professional Development Partnerships
for Adult Educators Project

PRO-NET 2000

April 2002

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INTRODUCTION

A critical goal of professional development is to improve student learning. Recent emphasis on accountability and competency in adult education has forced programs to evaluate how their professional development systems meet this goal. Instructional components that are weak must be targeted for professional development and all materials, content, and processes need to be measured according to whether they support this goal. In addition, research shows that by focusing on learner outcomes, sound professional development systems a) improve instructor effectiveness, b) provide continuous staff learning, and c) foster programmatic revisions. In other words, professional development is about change. Linking professional development plans to program improvement goals is essential for achieving desired outcomes.

A large number of professional development coordinators are at the state or regional level. State and regional professional development coordinators are responsible for promoting effective professional development systems and are involved in system-wide planning, implementing mandates from the state and national levels, and collaborating with many agencies. Though less common, some programs have created the role of professional development coordinator to handle the task of coordinating, developing, and monitoring the professional development system for their program. Because these individuals coordinate the professional development system for a state, region, agency, or program, they require skills far more complex than those of the trainer or facilitator and are more content specific than an administrator. The success of any system relies on the competency of those in charge of it. Like instructors and administrators, professional development coordinators need a set of standards from which their performance can be evaluated.

This publication, *Professional Development Coordinator Competencies and Sample Indicators for the Improvement of Adult Education Programs*, identifies a set of recognized skills and knowledge areas possessed by effective professional development coordinators. The purposes of this publication are to enable professional development staff and their supervisors to think reflectively

about their professional development system, to identify how the system builds on the strengths of the coordinator and the professional development staff, to identify where there is room for improvement in both the coordination and delivery of services, and to plan and implement strategies that enhance the overall quality of their program's professional development activities.

The professional development competencies are a companion piece to two *PRO-NET 2000* publications, *Instructor Competencies and Performance Indicators for the Improvement of Adult Education Programs*[1] and *Management Competencies and Performance Indicators for the Improvement of Adult Education Programs*[2]. Coordinators of professional development as well as staff and administrators can use these competencies to evaluate effectiveness of the professional development system. This publication provides a brief overview of the professional development competencies, including the development process, the overall organization of the competencies, and suggested uses. The Appendices also include a chart listing the competencies and sample indicators and tools designed to guide program and professional development improvement. Given their program's mission, goals and objectives, professional development coordinators and their supervisors will need to decide how best to use the competencies.

How Were the Competencies Developed?

PRO-NET staff developed the initial draft for the professional development coordinator competencies by (a) conducting a review of the literature on indicators of effective training and technical assistance, (b) conducting a series of interviews from experts in the field of professional development, and (c) feedback on the draft competencies from members of the adult education community on the *PRO-NET 2000* website (www.pro-net2000.org). These sources provided insight into the role of professional development coordinators, including:

- The areas of knowledge needed by professional development coordinators;
- The qualities possessed by competent professional development coordinators;
- The skills needed to effectively plan for professional development activities;

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[1] *Instructor Competencies and Performance Indicators for the Improvement of Adult Education Programs.* (February 1999). Sherman, R., Tibbetts, J., Weidler, D., & Woodruff, D. Pelavin Research Center of the American Institutes for Research.
[2] *Management Competencies and Performance Indicators for the Improvement of Adult Education Programs.* (April 2001). Sherman, R., Tibbetts, J., Weidler, D., & Woodruff, D. Pelavin Research Center of the American Institutes for Research

- The skills of an effective trainer;
- The skills of an effective technical assistance provider; and
- The skills needed to effectively monitor and evaluate professional development activities.

Like the instructor and management competencies developed by *PRO-NET* (available at www.pro-net2000.org), the professional development competencies were developed to reflect the Secretary's Commission on Achieving Necessary Skills (SCANS) research on the definition of effective job performance. For example, professional development coordinators need to be systems level thinkers, an important SCANS criterion. To coordinate a system for delivering professional development, coordinators need to be able move from content specialists to generalists and have the ability to think about meeting the needs of the participants in the system. Many of the professional development competencies and their associated indicators reflect this systems level thinking.

Project consultants, with extensive experience in adult education and professional development, reviewed the first draft of the professional development competencies. A revised draft of the competencies, based on their comments, was posted on the *PRO-NET 2000* website and feedback was elicited from our web community. Lastly, *PRO-NET* staff held focus groups with professional development coordinators. After comments were incorporated, the competencies were revised accordingly.

How Are the Competencies Organized?

The competencies reflect several broad themes associated with effective professional development coordination. These themes, identified below, are implicit in many competencies.

- **Involve all stakeholders in the professional development design process.** Effective professional development coordinators understand that delivery of professional development opportunities to meet the multiple needs of their staff entails collaboration with a variety of stakeholders. Collaboration involves seeking input from all staff, encouraging participatory decision-making, and linking with other agencies to enhance resources. It is important to tap all parts of the system to encourage needed buy-in and support.

- **Use of research to support learning context and process.** Effective professional development coordinators recognize that adults learn differently than children and learning styles differ among adult students. They take into account the current research on adult learning, recognize the cultural and linguistic needs of participants, promote learner-centered strategies, transfer research into practice, and encourage technology as an alternative format for learners. Professional development coordinators are most

effective when they base activities on needs of the participants and build on their strengths while working on areas for improvement.

- **Model continuous learning.** Competent professional development coordinators model lifelong learning. They remain current on theories of adult education, possess knowledge of best practice, and participate in a variety of self-directed activities to enhance their skills. They realize the importance of political awareness at the local, state, and national levels and participate in professional development organizations to keep updated on the latest trends in their area of interest.

- **Evaluate and improve professional development.** Professional development coordinators recognize the significance of evaluation if they are to provide relevant and practical professional development activities for participants. Evaluation involves conducting needs and outcomes assessments, reporting the results to staff, learners, and the community, and making program changes on the basis of assessment results.

The competencies are divided into 5 general categories: 1) Knowledge of Adult Education, 2) Leadership, 3) Design and Delivery of Professional Development, 4) Monitoring and Reporting of Professional Development Activities, and 5) Community Collaboration. The categories are not listed in order of priority or importance.

Sample performance indicators illustrate each competency. These indicators are not meant to be exhaustive. They serve as exemplars that demonstrate the existence of the competency and can be supplemented by the user with examples relevant to a particular program. It is suggested that programs or individuals choose the competencies most reflective of the needs of their programs.

Below is a brief description of each competency category, listed in the order in which the competencies and performance indicators appear.

- **Knowledge of Adult Education.** Effective professional development coordinators remain current on the latest research, trends, theories, and best practices, apply their knowledge in their work, and disseminate information to their staff. They recognize the importance of using diverse materials to reach a diverse population of learners. As an active member of the adult education community, professional development coordinators make sure to join and participate in professional organizations for their area of interest. They are aware of current events and legislation that affect the field of adult education, particularly information as it relates to professional development.

- **Professional Development Leadership.** Professional development coordinators need leadership skills to effectively implement their plans. Important leadership skills include self-directed skill development, effective communication, acceptance of diversity, and the ability to develop sound program goals and objectives. In addition, effective leaders are able to facilitate change by communicating their vision for change, discussing new ideas, creating plans and timelines for change, encouraging risks, evaluating outcomes, and supporting strategies for change.

- **Design and Delivery of Professional Development.** The main task for most professional development coordinators is the design and delivery of professional development activities. Coordinators ensure quality design and delivery by using the results of needs assessments and incorporating input from all stakeholders in their planning. The skilled professional development coordinator designs activities sensitive to the cultural, ethnic, and linguistic needs of participants. They also include strategies for the adult learner and when appropriate, use technology to deliver activities. Finally, they ensure that logistical procedures are in place. A proficient coordinator is able to manage the scheduling, staffing, and time for the delivery of professional development activities.

- **Monitoring and Reporting of Professional Development Activities.** Coordinators systematically monitor and evaluate the results of professional development activities. Data obtained from monitoring and assessment are used for continuous program improvement, accountability, and the identification of needed resources. Procedures for collecting, documenting, and disseminating information result in timely and accurate data.

- **Community Collaborations.** Effective coordinators build relationships with the larger community to improve the delivery of services. They work collaboratively to increase resources, provide services for learners, and advocate for the adult education community.

How Can the Competencies Be Used to Improve Professional Development Activities?

Programs can use the professional development competencies in a variety of ways. Depending on the organizational structure and/or the vision of the professional development system, it is likely that not all of the competencies will apply. For example coordinators may have broadly defined roles within a voluntary organization and very specific roles in a school system setting. Coordinators and staff will need to identify those competencies most relevant to their program. The competencies and related indicators are intended to provide a broad outline of expected areas of expertise. As mentioned earlier, indicators are not exhaustive. The following discussion provides suggestions for using the competencies.

State Level Uses

There are several ways the competencies may be used at the state level.

- **As a template for a nationally recognized set of standards.** In an effort to minimize variations in qualifications from region to region, the competencies can serve as a beginning set of quality standards for the professional development field. States can use these standards to set the stage for a certification system.

- **For use by state directors as a part of the contracting process for professional development staff.** State directors may require, as part of the contractual obligations, that each year professional development staff use the competencies to assess their own skills and to plan for their own professional development. Such assessment and planning

provides a model for lifelong learning and continuous improvement for instructors and program managers.

- **As a resource for new state directors on quality professional development.** State directors new to their role can use the competencies to gain an understanding of a quality professional development system. It provides an orientation to those new to the field to inform decisions prior to contracting for professional development staff.

- **To plan for professional development coordinator training.** These competencies can serve as a self-assessment for or an evaluation of professional development coordinators. Results of the assessment/evaluation provide the basis for developing a plan for statewide professional development to further enhance coordinator skills. The assessment process models the process used by effective professional development coordinators when providing professional development to adult education staff.

- **As a course development tool and framework for certification.** The competencies can serve as a guide for educational institutions interested in developing courses for professional development coordinators. The educational institutions can work with programs to determine the competencies of most importance and design courses around the critical competencies. The courses can serve as a framework for the certification process.

Local Level Uses

Uses of the competencies at the local level reflect, in many ways, the uses at the state level.

- **To develop guidelines for recruiting and hiring professional development coordinators.** Competencies can be used by local programs as a resource for developing job descriptions for professional development coordinators. They also can be used as guidelines to local programs for recruiting and hiring. For example, an administrator can choose the competencies that are relevant for the position and develop a scenario that mirrors a typical problem encountered by a professional development coordinator. The candidate is then measured by the problem solving skills and strategies they develop to solve the problem.

- **To identify areas for improvement to the professional development delivery system in a program.** Coordinators and their supervisors can develop a Likert-type rating scale (a scale that rates on a continuum) based on competencies that they determine are important to the delivery of professional development in their program. For each item on the scale, coordinators and supervisors can indicate how the existence or lack of competency affects the overall professional development delivery system. If there are competencies that are not well implemented, resulting in an inefficient professional development system, coordinators and their supervisors can develop a plan to improving that area. Yearly goals and priorities also can be established.

- **As an orientation to the position of professional development coordinator**. The competencies may be used to educate others in the community about the work of professional development coordinators. It serves as a framework for understanding the terms and definitions used in the field of professional development. Each program can choose the competencies that are most reflective of the position of professional

development coordinator in their area. Those new to the position will have an idea of what is expected of them in their work. Lastly, programs may use the list of critical tasks to help them prove the credibility of the field and justify the need for funding positions.

- **As a model to help identify resources for professional development coordinators.** Programs may use the competencies as a reference guide for resources. For each competency, programs can work to identify books, articles, workshops, and website links that will help people in meeting the competency. The identification of the resources for each competency may in itself be a professional development activity for coordinators.

Professional Development Coordinator Uses

For coordinators, the competencies can be used as a tool for assessing their own performance or for peer reviews.

- **Self-Assessments**. Individual coordinators can use the competencies to help them identify their own strengths and areas for improvement. A self-assessment also helps coordinators become aware of competencies they may not have considered previously, so that they can develop a plan for expanding their experiences to fit the needed skills and increase their knowledge base. For instance, coordinators can use the results of an initial assessment to set goals that are based on the competencies rated as needing improvement. Follow-up self-assessments or assessments by others can be used to identify progress over time and to determine the extent to which they have moved closer to mastering specific competencies.

- **Peer Assessments**. The competencies also can be used with their peers to gain feedback on their performance. Coordinators will need to develop evidence for performance indicators appropriate to their programs and roles to document the level of competency. Individual coordinators are likely to have different strengths. Those who rate themselves as exemplary on specific competencies, with evidence supporting such a rating, can serve as candidates for peer coaches or mentors to other coordinators. The assessment and mentoring can go hand in hand. The assessments therefore can identify a pool of competent administrators who can help build the capacity of others.

These are suggested uses for the competencies. Other coordinators will find additional uses based on the needs and structure of their professional development system. It is useful to use this document alongside the management and instructor competencies to evaluate and support continuous program improvement at every level.

APPENDIX A

PROFESSIONAL DEVELOPMENT COORDINATOR COMPETENCIES

Note: Competencies and Indicators are not listed in order of importance

PROFESSIONAL DEVELOPMENT COORDINATOR COMPETENCIES

KNOWLEDGE OF ADULT EDUCATION	
Competency	***Sample Performance Indicators***
1. Reviews current research on trends, theories, and best practices in adult learning and human resource development for staff professional development.	1.1 Makes recommendations to program director and instructional leadership based on research findings that enhance program services and improve instruction.
	1.2 Pilots new ideas and practices identified in the research literature and develops strategies for integrating these approaches into the existing professional development system.
	1.3 Acquires a working knowledge of new content areas.
	1.4 Articulates strategies and cites materials appropriate to diverse cultural, ethnic, racial, age, and social contexts and backgrounds.
	1.5 Recognizes the different stages of adult development and their relevance to both instructors and students.
	1.6 Keeps up-to-date with research on instructional practices, management, leadership, and effective professional development practices and ensures that information is disseminated to appropriate staff.
	1.7 Supports the curriculum design and the use of instructional strategies based on research in adult learning and development.
	1.8 Acquires information about national organizations and research centers and shares it with program staff.
2. Demonstrates a general knowledge of adult education programs on a local, regional, and national level.	2.1 Draws upon the history of adult education.
	2.2 Keeps up-to-date with related federal legislation.
	2.3 Demonstrates knowledge of the adult education state system (which includes all program areas covered under current federal and state funding).
	2.4 Demonstrates awareness of state and local agencies that provide education or complementary services to clients in the area or region.

Professional Development Coordinator Competencies (Continued)

KNOWLEDGE OF ADULT EDUCATION	
Competency	***Sample Performance Indicators***
	2.5 Acquires and disseminates information about national organizations, research centers, and state and national clearinghouses that support current adult education research and best practices.
	2.6 Understands the politics of organizations and the larger environment in which adult education programs operate.
PROFESSIONAL DEVELOPMENT LEADERSHIP	
3. Promotes the program philosophy, goals, and objectives.	3.1 Communicates why and how professional development activities are related to the organization's goals.
	3.2 Encourages staff to be active in the promotion of adult education at national, state, and local levels.
	3.3 Collaborates with the program director to identify program goals, develop professional development plans, and align program philosophy with program objectives and goals.
	3.4 Unites teams and organizations under a shared mission and purpose.
4. Engages in lifelong learning to enhance own performance.	4.1 Assesses need for personal professional growth and develops a professional development plan, selects appropriate activities, and monitors progress.
	4.2 Engages in a variety of self-directed and collegial professional development activities to learn new skills for the delivery of professional development services.
	4.3 Reflects on professional development practice, program goals, and initiatives, individually and with colleagues.
	4.4 Becomes involved with local, regional, national, and international adult education organizations.

Professional Development Coordinator Competencies (Continued)

PROFESSIONAL DEVELOPMENT LEADERSHIP	
Competency	***Sample Performance Indicators***
5. Demonstrates effective interpersonal and communication skills.	5.1 Models communication, negotiation, decision-making, problem-solving, and conflict resolution skills.
	5.2 Establishes strong communication paths within the levels of their own organization and across other agencies.
	5.3 Responds to questions in clear, understandable terms.
	5.4 Communicates strategies for professional improvement, focusing on strengths and needs.
	5.5 Works well with a variety of staff, including instructors, support staff, curriculum developers, supervisors, and other professional development specialists.
	5.6 Develops and maintains positive relationships with adult education stakeholders
6. Promotes an environment in which linguistic and cultural differences are valued and appreciated.	6.1 Provides resources and curriculum materials that support anti-bias and multicultural learning.
	6.2 Seeks staff who represent the diversity of the population served.
	6.3 Respects and diversity in everyday interactions.
	6.4 Is sensitive to and accommodates diverse learning styles, cultures, and experiences in professional development activities.

Professional Development Coordinator Competencies (Continued)

PROFESSIONAL DEVELOPMENT LEADERSHIP	
Competency	***Sample Performance Indicators***
7. Initiates and facilitates the change process.	7.1 Demonstrates visionary leadership by communicating future changes and external forces influencing adult education.
	7.2 Facilitates discussions of how new practices can be integrated into participants' curriculum.
	7.3 Facilitates the creation of plans and timelines for implementing change.
	7.4 Completes projects and activities by evaluating successes and identifying next steps.
	7.5 Encourages risk-taking and the acceptance of new challenges to achieve goals.
	7.6 Supports local program staff in the development of strategies and techniques for systemic change.
DESIGN AND DELIVERY OF PROFESSIONAL DEVELOPMENT	
8. Bases professional development on the results of ongoing needs assessments of practitioners and on system-wide needs.	8.1 Uses multiple needs assessments to identify staff strengths and areas for improvement.
	8.2 Designs collaboratively, a staff development program in response to program and/or staff needs assessments, experiences and interests, job requirements, informal conversations, identified federal, state or local requirements, research, and community resources.
	8.3 Balances local program needs with the demands of state and federal-level initiatives.
	8.4 Delineates goals, areas for improvement, expected time frame, and evaluation approaches.
	8.5 Prioritizes issues and needs to be addressed.

Professional Development Coordinator Competencies (Continued)

DESIGN AND DELIVERY OF PROFESSIONAL DEVELOPMENT	
Competency	***Sample Performance Indicators***
9. Collaborates with staff and stakeholders in the design of comprehensive professional development plans.	9.1 Involves participants in identifying and planning for their own professional development including the articulation of goals, development of strategies for goal achievement, and monitoring goal attainment.
	9.2 Guides staff in the selection of and participation in a variety of professional development activities.
	9.3 Involves representative staff in the development and revisions of written plans.
	9.4 Regards planning, implementation, and follow-up activities as joint efforts, providing opportunities for those with diverse interests and responsibilities to offer their input.
10. Delivers professional development based on theories of adult learning and development.	10.1 Creates a physical and interpersonal climate that is conducive to learning by drawing on adult learning theory, knowledge of participants' cultures, and interpersonal dynamics.
	10.2 Communicates anticipated outcomes prior to beginning professional development activity.
	10.3 Facilitates individual, group, and team learning, as well as peer coaching/mentoring.
	10.4 Builds learning on participants' previous experiences.
	10.5 Selects and uses a variety of resources.
	10.6 Develops professional development programs that support life-long learning for adult education professionals.
	10.7 Provides opportunities to apply theory/information to participants' own learning environments.
	10.8 Utilizes strategies that encourage learners to move toward higher levels of thinking.

Select Competencies and Indicators Most Relevant to Program or Role

Professional Development Coordinator Competencies (Continued)

Design and Delivery of Professional Development	
Competency	***Sample Performance Indicators***
	10.9 Applies knowledge of teacher-directed and learner-centered instruction.
	10.10 Models the role of instructor as facilitator, including such roles as motivator, informer, coach, and encourager.
	10.11 Researches the use of similar professional development activities, including approaches and content, to determine effectiveness and to help in planning.
11. Delivers professional development that is sensitive to the needs of participants.	11.1 Selects professional development activities that reflect employment, family, and community-related issues.
	11.2 Develops activities that focus on skills and information based on instructor needs.
	11.3 Demonstrates flexibility in meeting unexpected circumstances.
	11.4 Adjusts the content, presentation, and format of the activity for the intended audience.
12. Promotes continuous professional development for staff.	12.1 Supports the professional development of instructors by providing information, opportunities, or other types of support.
	12.2 Supports a variety of ongoing professional development activities that reflect the organization's mission as well as principles of adult learning.

Professional Development Coordinator Competencies (Continued)

DESIGN AND DELIVERY OF PROFESSIONAL DEVELOPMENT	
Competency	***Sample Performance Indicators***
13. Uses technology to enhance adult learning and professional development.	13.1 Keeps current on web sites and listservs that provide resources (innovative and informative curriculum and discussion) of national and state interest, both in general and areas of expertise.
	13.2 Selects and uses current technology such as word processing, data management, presentation software, telecommunications, e-mail, and other means of accessing information.
	13.3 Uses technology to develop professional development materials and to conduct distance learning.
	13.4 Shares information on, provides training in, and promotes the use of technology with instructors, administrators, and staff.
	13.5 Demonstrates ability to communicate via video and audio media in a variety of settings.
	13.6 Illustrates how technology can be used to monitor learning, track attendance, learner progress and outcomes, and communicate information to learners and program staff and other stakeholders.
	13.7 Participates in training in order to explore, evaluate, and use of computer/technological resources.
	13.8 Uses databases for learning and instructional materials.

Professional Development Coordinator Competencies (Continued)

Design and Delivery of Professional Development	
Competency	***Sample Performance Indicators***
14. Manages the logistical and other technical aspects of professional development coordination.	14.1 Develops and ensures the implementation of a plan of action.
	14.2 Plans logistics of professional development activities, including scheduling, site selection, and information dissemination.
	14.3 Devotes necessary time and energy to budgeting and staffing.
	14.4 Coordinates with other funding sources.
	14.5 Obtains and allocates human and material resources for professional development.
Monitoring and Reporting of Professional Development Activities	
15. Consults with leadership and funding sources to identify data elements needed and promotes clear procedures for collecting, documenting, and reporting data.	15.1 Establishes a process for collecting, documenting, and reporting professional development outcomes that focus on the instructor, program, and learner.
	15.2 Ensures compliance of the requirements for record keeping and reporting are met.
	15.3 Disseminates data in a timely manner to all stakeholders.
	15.4 Coordinates the collection and maintenance of relevant and up-to-date professional development information for program improvement.

Professional Development Coordinator Competencies (Continued)

Monitoring and Reporting of Professional Development Activities	
Competency	***Sample Performance Indicators***
16. Monitors and evaluates professional development activities and uses the data for program improvement and accountability.	16.1 Utilizes quantitative and qualitative methods to determine the outcome of professional development activities.
	16.2 Shares assessment data results with participants to help them create and revise professional development plans.
	16.3 Collects and manages accurate data for professional development improvement and accountability.
	16.4 Analyzes and reports data in a valid, and non-biased fashion.
	16.5 Determines the level of participants' satisfaction with the professional development and the degree to which their needs and goals were met.
	16.8 Encourages participant feedback based on reflection and self-assessment.
	16.9 Conducts cost analyses to determine the most effective use of time, money, and staff resources for professional development.
	16.10 Uses the results of diagnostic and needs assessment data to revise professional development plans, develop curricula, monitor progress toward objectives and goals, and verify learning.

Professional Development Coordinator Competencies (Continued)

COMMUNITY COLLABORATIONS	
Competency	***Sample Performance Indicators***
17. Coordinates professional development with institutions in the community, including state and federal agencies, organizations, advocacy groups, and advisory committees.	17.1 Advises all agency administrators and community stakeholders on matters relating to professional development.
	17.2 Locates appropriate resources in the community for professional development and shares information with staff and administrators.
	17.3 Links participant needs with community resources.
	17.4 Provides technical assistance to community stakeholders.
	17.5 Arranges for professional development and technical assistance at community adult education centers.
	17.6 Communicates with other professional development coordinators to share current practices, to improve professional development and implementation strategies, and to strengthen collaborative efforts.

APPENDIX B

PROFESSIONAL DEVELOPMENT COORDINATOR SELF-ASSESSMENT INSTRUMENT

Appendix B

Professional Development Coordinator Self-Assessment Instrument

Directions: Review each of the competencies in Column 1. For each competency, using the Likert Scale in Column 2, indicate how relevant the competency is for your professional development responsibilities. Number one indicates very relevant while number four indicates little relevancy. For each competency, enter the appropriate number in the space provided in Column 2. Similarly, for each competency in Column 3 assess your proficiency with the competency (Column 3, if used over time can also help you chart your progress in attaining the competencies). In Column 4, check "yes," or "no" indicating whether or not the competency is a goal for you this year. Use the results of this self-assessment to determine areas for professional development. You will probably want to focus on those competencies that are most relevant to your professional development responsibilities, in areas where you need improvement, and in areas that are goals for you this year.

COMPETENCY	Relevant To My Program 1 2 3 4 Relevant — Not Relevant	SELF-ASSESSMENT 1 2 3 4 Excellent — Needs Improvement	GOAL FOR THIS YEAR?	
			Yes (☑)	No (☑)
Sample **15. Consults with leadership and funding sources to identify data elements needed and promotes clear procedures for collecting, documenting, and reporting data.**	*4*	*2*	☑	☑
1. Reviews current research on trends, theories, and best practices in adult learning and human resource development for staff professional development.				
2. Demonstrates a general knowledge of adult education programs on a local, regional, and national level.				
3. Promotes the program philosophy, goals, and objectives.				
4. Engages in lifelong learning to enhance own performance.				
5. Demonstrates effective interpersonal and communication skills.				
6. Promotes an environment in which linguistic and cultural differences are valued and appreciated.				
7. Initiates and facilitates the change process.				
8. Bases professional development on the results of ongoing needs assessments of practitioners and on system-wide needs.				

Appendix B
Professional Development Coordinator Self Assessment Instrument

COMPETENCY	Relevant To My Program				SELF-ASSESSMENT				GOAL FOR THIS YEAR?	
	1	2	3	4	1	2	3	4		
	Relevant			Not Relevant	Excellent			Needs Improvement	Yes (✓)	No (✓)
Sample **15. Consults with leadership and funding sources to identify data elements needed and promotes clear procedures for collecting, documenting, and reporting data.**		4				2			✓	✓
9. Collaborates with staff and stakeholders in the design of comprehensive professional development plans.										
10. Delivers professional development based on theories of adult learning and development.										
11. Delivers professional development that is sensitive to the needs of participants.										
12. Promotes continuous professional development for staff.										
13. Uses technology to enhance adult learning and professional development.										
14. Manages the logistical and other technical aspects of professional development coordination.										
15. Consults with leadership and funding sources to identify data elements needed and promotes clear procedures for collecting, documenting, and reporting data.										
16. Monitors and evaluates professional development activities and uses the data for program improvement and accountability.										
17. Coordinates professional development with institutions in the community, including state and federal agencies, organizations, advocacy groups, and advisory committees.										